READING LESSON PLANS FOR ENGLISH LEARNERS OF SECOND GRADE

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by
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Abstract

Teaching English as a second language has become an important profession where lesson planning plays an essential function as a step-by-step guide that allows the instructor to follow an effective organized lesson plan to provide students a safe and welcoming environment to foster confidence and motivation in the student's learning process. This bundle of lesson plans supports teachers with engaging lessons, activities, and resources focused on reading in a second-grade classroom, intending to facilitate resources for teachers that will benefit students with effective lessons at the beginning of the year.

Dedication

I would like to dedicate this project to my devoted mother Olga Reyes, my beloved husband

Ricardo Rivera, and my beautiful daughter Arianna Rivera, who have been a constant source of

support during the entire master's program.

Acknowledgement

      I would like to express my sincere gratitude to my advisor Dr. Michelle Plaisance for the support, motivation, and encourage during the duration of the program. I would also like to thank Dr. Paula Wilder for reviewing my work and being patient, flexible, and supportive throughout the completion of these thesis process.

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Chapter One: Introduction

Working in Honduras as an English teacher allowed me to learn, observe, and obtain teaching experience in different learning environments and acquire knowledge of many other methods and strategies that allowed me to educate elementary students. After five years of teaching elementary students in my home country, I obtained the fantastic opportunity to come to the United States to teach at Selma Elementary School. I have developed myself professionally as a second-grade teacher for four years. This new change brought many challenges; the first year, they asked me to work with students in small groups, where teachers are expected to work developing engaging lessons using authentic texts to work on literacy skills, reading comprehension, and vocabulary, which I was not prepared to do. Small group instruction allows English language learners to learn in an environment where they feel comfortable and receive feedback, and teachers can offer additional support and teaching modeling (Kendal, 2006). This time in the classroom facilitates teachers to address students' difficulties to provide personalized learning directly.

The experience I had teaching in Honduras limited my performance as an instructor and made me spend considerable time searching for appropriate content, methods, and strategies to help students progress to be moved to a higher literacy level. Soon, I realized that the school did not have a suitable set of lesson plans and resources for new teachers like me to help them adapt and understand the outcome students are expected to achieve to complete a successful school year.

Teachers have also expressed the necessity to have different resources to help English-language learners (ELLs) inside their classrooms. Although the English as a second language pull-out program (ESL) is an excellent resource to help students to develop the acquisition of the target language, it is not enough to achieve the goals that the school demands. The reason is that students who are new to the school and do not have the domain of the target language are still evaluated like their other classmates who are likely already acclimated to the environment.

Considering the experiences, I had in my beginning years as a second-grade teacher at Selma Elementary School, I have created a set of reading lesson plans focused on small groups for second-grade educators to facilitate their instruction during the guided reading center when working with English language learners. Each lesson plan consists of 60 minutes of instruction time appropriate to the students' level, activating prior knowledge with games, mind maps, charts, and any other strategy to help students remember what they previously learned. Engaging activities, reading suggestions, well-established purposes, expectations, standards addressed in the lesson and instructional resources, pre-reading activities, and post-reading activities will benefit teachers who do not experience working in small groups in the second grade. Researchers have demonstrated that ¨Lesson planning reflects prior experiences as learners and teachers¨ (Ho, 1995; John, 1991, 1994; Warren, 2000), and I expect to transmit my experience as a teacher and as a learner to facilitate teachers in second grade to implement effective lesson plans.

By implementing these lesson plans, teachers will feel confident when working with new students regardless of the language differences involved, which could lower the anxiety levels that help create unsuccessful classroom communication. The educator will have more time to prepare resources and teach rather than searching and adapting to a new learning environment. There are necessary tools to develop each lesson, allowing students to have a more effective

learning process. This project has helped me become a better teacher since it has allowed me to share and connect strategies and experiences that have helped me in my previous years. It will also be very beneficial for English as a second language teachers at Selma Elementary School, seeking effective strategies and methods to help students succeed in reading. The project can allow students to feel confident and engage with the new learning environment without feeling secluded from their peers or activities that do not necessarily benefit them in learning the same content. It could also help develop crucial connections with their new English teacher regardless of the differences in communication.

Finally, this project will benefit second graders at Selma Elementary School who struggle with reading in English as a second language since it will be designed to facilitate the learning of a second language and address those common problems in students' academic performance. The academic achievement of children in the primary grades determines the atmosphere for performance patterns that proceed further into later grades. Children battle in first grade and following grades because of difficulties with developing literacy skills and knowledge, and these lesson plans will support the teacher to take students to the desired academic reading level.

Chapter 2: Literature Review

English has become the dominant language in the world today in the domain of commerce, industry, politics, and telecommunications (Schmidt, 1993). According to Fricke et al. (2012) English differs across different countries because various countries have other forms of dialects. There are some countries where English is taught to speakers as an additional language to enable those people to participate in all domains of life. In numerous countries, students use English in specific fields, particularly in formal education. Fricke et al. (2012) suggested that the native language and second language are contrast contexts for teaching English language skills. In both scenarios, there are concerns regarding students' difficulties in developing adequate English proficiency in order for them to successfully learn academic content through that medium, particularly at the secondary school level.

This project considers teacher's preparation extremely important to help students achieve their academic goals. Sun (2013) defined planning as choosing the proper learning strategies and making sensible use of techniques that can affect the performance of the learning task. Planning and preparation are essential metacognitive strategies one can use to improve learning (Sun, 2013). Lesson plans provide a framework for creating and evaluating teaching and learning materials for speakers of other languages who are learning English.

Second Language Acquisition

According to Saville-Troike (2017), a second language is a typically or societally dominant language needed for education, employment, and other basic purposes. It is often

acquired by minority group members or immigrants who speak another language natively (Saville-Troike, 2017). We live in an era where bilingualism is necessary, and bilingualism is presented in every country around the world in all classes of society and all age groups (Clark, 2000). Bilingualism provides many advantages. Pitman (2015) argued that bilingualism could indeed provide significant advantages to a person since it could help prevent Alzheimer's, strengthen creativity, and help with the development of abstract thinking.

Many investigations have tried to understand what strategies will be most efficient in helping students to acquire a second language. According to Hoff (2014), second language learners are children who arrive in a new country or a new school where the spoken language is different from the one spoken at home. However, some researchers have demonstrated that to understand a second language acquisition process, it is necessary to understand the first language acquisition. Schmidt (1993) reasons that children acquire the grammar of their first language unconsciously in this sense by a product of socialization and communication. Incidental learning (learning without intention) is considered common-place, uncontroversial, and relatively easy to manipulate experimentally through appropriate task instruction (Schmidt, 1993). Peregoy and Boyle (2008) have stated that the learning of a second language is connected to the first language and how these theories support one another. They suggested that understanding the first language acquisition can help to develop strategies and methods that will benefit students in acquiring the second language.

Understanding the first language will assist in the acquisition of a second language. Derashkam and Kamilih (2015) agrees that when second language learners have a strong basis in their home language, then they can make use of this strength in the L2 learning process, but that they also bring weaknesses to the second language. Teachers must include the home language in

teaching to unify both languages through experiences and effective lessons in order to help the students to acquire a second language (Derashkam & Kamilih, 2015). Duran et al. (2005) noted the importance of a dual-language program in helping students learn a second language and master their native language. Krashen (1982) mentioned that through this type of program students learn content as they improve their native language skills at the same time. A successful second language learning process is determined not only through a grammatical base form but mainly through interaction; but it is also essential to heed English language learners´ (ELLs) silent period until they feel confident to initiate communication in the target language (Krashen, 1982). Therefore, it is important to ensure a positive learning experience for second language learners.

Academic Language

As mentioned by Dib (1998), formal education corresponds to a systematic, organized educational model, structured and administered according to a given set of laws and norms and presenting a rigid curriculum as regards objectives, content and methodology. This process could be a second language learning-acquisition continuum alongside which speakers move from the pre-production to advanced levels of proficiency. According to Fricke et al. (2017), there are three dimensions of language proficiency that help second language learners grow concurrently at various stages of the learning process. The discrete language competencies include the alphabetic language conventions, as well as the syntax, with vocabulary development as an essential component of each one of these dimensions (Fricke et al., 2017)

According to Piper (2000), anyone can learn a second language, and in fact many people can learn as many languages as they want or need to. There is no difference among the capacity of people that know a second language already and those just starting the process of acquiring it.

Piper (2000) also noted that what a second language learner needs is opportunities, resources, and a correct amount of time to dedicate to the second language acquisition. Nevertheless, Piper indicated how in a classroom it is common to find students who are more successful in second language development. Snow and Uccelli, (2009) stated that as early as the middle elementary grades, students are expected to learn new information from content area texts, so failure to understand the academic language of those texts can be a serious obstacle in their accessing information.

Proficiency is related to the quantity of practice one gets in specific domains and can be impacted by instruction (Fricke et al., 2017). In order to gain a successful second language development, it is important that teachers do not center their attention on teaching or institution needs, but mostly on their students´ needs. Hurd and Lewis (2008) argued that it is important to develop more learner-centered instruction, strategies that can help students develop independence, and autonomy while learning the target language.

According to Johnson (1992), English language teaching for the speakers of English as a first language in the United States, typically begins with formal teaching related to the introduction to the alphabet. This happens because children have been using English from the time they began to speak. A good number of native speakers begin school when they are already fluent in English but have not yet been taught how to read or write (Johnson, 1992). The first two years of elementary school are aimed at helping students to identify words in print (decode) and to write words (encode), which they will be able to aurally recognize and pronounce (Ross, 2008). This is one factor that separates early English literacy development of the native speakers of English from ELLs. Students learning English as a new language knowledge, whatever the age, will have to learn the alphabet, which primarily depends on their first language as well as

developing basic vocabulary and syntax of English (Kıncal et al., 2019). The students should receive early training to aurally discriminate sounds that may not exist in their first language.

The early language development standards focus on language for everyday communication and language for the major subject areas. According to Alshammari and Halimi (2020), standards are scaffolded along with proficiency levels from beginner or early emergent users of English to advanced or proficient users of English. Kincal et al. (2019) pointed out that in the context of schools, proficiency is determined through performance on standardized language proficiency, such as the New York State English Language Assessment Test (NYSESLAT) and ACCESS. Each student is tested at various levels which contain the following: the beginner, intermediate, advanced, or proficient levels (Kıncal et al., 2019). Fricke et al. (2017) explained that when newcomers to the United States and enroll in schools, they are typically given a placement test to determine their initial English proficiency level. They are tested each year to determine their progress until they test at the proficient level. In the case of the NYSESLAT, the four language domains are tested, but the results are paired through listening-speaking and reading-writing strands (Fricke et al., 2017). This is not an anomaly as students may be fluent in spoken English, but not have sufficient resources for reading and writing academic registers. For a student to be considered proficient, they must score at the proficient level on both the listening, speaking, and reading-writing strands (Ross, 2008).

Cummins (1977) described two types of language proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS includes the skills required for communicative proficiency, such as vocabulary, grammar, and regulations for proper use of language in everyday interaction. Fricke et al. (2017) concluded that in the context of learning English as an additional language in a country where English is the

native language, it usually takes three to five years for students to become as fluent as their native English speaker peers. This is attributed to various students who speak English as their second language.

Baecher et al. (2014) explained the integrated content and language approach, an instructional approach where the emphasis is on the proposition in context rather than on form, which can assist in creating eloquence and accuracy in all four language modalities of listening, speaking, reading, and writing. This approach develops content-appropriate tasks to allow students to build mastery of subject matter knowledge and facilitate second language acquisition (Baecher et al., 2014). Using excerpts from textbooks as reading comprehension passages would expose students to identify and become familiar with different features of academic texts, and this could assist them in their content classes (Ross, 2008).

The student's age and level of native language fluency are both indicators of new language acquisition. Older students over age eleven have the power to transmit their language comprehension abilities to the English language (Kincal et al., (2019). Kincal et al. (2019) also suggested that most of these children have already learned how to think about themselves in an abstractly and logically way in their first language. There is significant evidence that talking and reading expertise in the first language predicts and transfers to learning to read English (Ewing et al., 2019).

English Language Learning Strategies

Ewing et al. (2019) explained that teachers must be allowed to create a sense of community in the classroom where risk-taking is inspired, and all students are acknowledged to be academically competent. It is useful for Grade two students to have structured classroom procedures and clear prospects for success. It helps to post routines in the classroom with

accompanying pictures or symbols. Teachers need to articulate and use modelling to explain directions to such young students. Daily readouts are a great way to reveal students to literature (Etwing et al., 2019). Teachers can use facial expression, gestures, voice tone, illustrations, and modelling to display literacy ideas (Hoyte et al., 2018)

Karbalei (2010) has considered small group instruction, meaningful texts, accessing and building background knowledge, teaching vocabulary in context and guided group discussions as good teaching among other strategies for young learners. Kendal (2006) confirmed that small group instruction is a successful method that helps address students' specific needs and how it allows English language learners to learn in an environment where they feel comfortable and receive feedback, and teachers can offer additional support and teaching modeling. Kincal et al. (2019) mentioned that language must be used in significant ways for the Grade two learners. When text is significant, students can predict what is going to happen next. Effective strategies for teaching literacy to Grade two learners should have the ability to communicate as their primary objective, build on the child's oral language, and be inspiring to children. Strategies should build on students' strengths (Fricke et al., 2017).

Children who do not speak and comprehend well at the end of first grade need immediate special consideration. Ewing et al. (2019) indicated that towards the end of first grade, with high-quality instruction and any necessary tutoring assistance, most learners should be able to interpret virtually any phonetically frequent short word with short or long vowels and read numerous high-regularity sight phrases. If children have built good reading skills in first grade, additional phonics instruction is considered necessary although limited. Michael (2008) advised that by the time children enter second grade, students also need to have solid comprehension skills, for insight into the material they read. Kincal et al. (2019) proposed that as learners

advance through second grade and beyond, they must develop the genuine joy of reading and read a wide variety of substances, such as expository (nonfiction) as well as narrative texts . Through this type of reading, learners can develop greater eloquence, vocabulary, background information, comprehension strategies, and writing skills. Karbalaei (2010) proposed that children must learn reading strategies known to improve their comprehension and retention. For instance, children can learn to scan material before they read, to predict what will happen in the story and to recall background knowledge about the topic discussed in the material. As mentioned by Karbalaei (2010) while reading, students can learn to look for characters, settings, problems, and problem solutions, summarize main ideas, and monitor their understanding. For illustration, they regularly inquire within themselves whether they comprehend what they are reading. Kıncal et al. (2019) stated that after reading, children can be taught to make charts, webs, outlines, and other representations of the content. They could generate queries for other children or write their reactions to stories or factual material. The Grade two learners can summarize or retell stories to partners or the teacher and be taught generic reading comprehension approaches, such as finding the basic concept, starting with simple paragraphs, and moving to more complex material (Kıncal et al., 2019). All these strategies are helpful in building comprehension skills that will work with any reading material, not just the stories and content children are currently reading.

Reading helps students to build vocabulary which is heavily influenced by the amount and variety of material children read. Nevertheless, the power of home and school comprehension for vocabulary building is strongly influenced by their support and encouragement that students are given for taking part in learning regarding new vocabulary as they readout (Kıncal et al., 2019).

Lesson Planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time (Milkova, 2005). Nessari (2004) posited that lesson planning is one of the key factors in the educational process, and it shows what, when, where, and with which method learners should learn and how they should be assessed. Maryani et al. (2017) articulated that lesson plans are generally made on a daily basis according to the meetings scheduled in each class. A lesson plan is regarded as the mindset of how teachers know the needs of their students and how the planning was effectively used in the classroom.

Farrel (2002) explained that there are internal and external reasons for planning. Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons, to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one (Farrel, 2002).

Maryani et al. (2017) encouraged professional teachers to select the right criteria to develop an effective lesson plan which must include students' capabilities and interest of the learner, provide a new learning experience, sustain attention of the learner till the end and development of learner's personality. A successful lesson plan addresses and integrates these three components: objectives, teaching/learning activities and strategies to check students' understanding (Maryani et al., 2017). Farrel (2002) explained that an effective lesson plan starts with appropriate and clearly written objectives. Objectives are a description of a learning outcome, and they describe the destination (not the journey) that students need to reach, helping state precisely what students need to learn, guiding the selection of appropriate activities and helping to provide overall lesson focus and direction.

According to Milkova (2005), planning the specific learning activities builds the body of the lesson. Educators must prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc). to create student interest and appeal to different learning styles. Teachers should build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding (Milkova, 2005).

Assessment is about gathering information. Berry (2008) inferred that the information gathered is based on the purpose of the assessment, and it can be as simple as an exercise in which a teacher gathers information from students, interprets it, and makes judgments about their performance. Teachers typically use assessment as a way to inform students about how well they are doing or how well they did in the course they teach (Garfield, 1994).

Weeden et al. (2002) have argued that a focus on the use of assessment to empower pupils as learners, a recognition of the impact of classroom assessment on the pupil's sense of self, on expectation, on motivation, and on confidence are key features a teacher must consider when building a lesson plan. Teachers also must consider differentiation when planning a lesson. According to Kolb et al. (1984), effective learning involves four phrases: From getting involved (concrete experience) to listening/observing (reflective observation) to creating an idea (abstract conceptualization) to making decisions (active experimentation). This suggests that people can be better at some of these learning skills, and that is how learning styles develop. Teachers must identify students' learning styles and plan specific methods and strategies that will benefit students and improve academic performance and a better acquisition of the target language.

Conclusion

Reading is one of the essential areas that students need to develop in the early years. For this reason, teachers must be prepared to deliver engaging and nurturing lessons to students in order to develop vocabulary and comprehension skills. Building a lesson plan is the foundation of a practical lesson. Lesson plans are a step-by-step guide that helps teachers follow the lesson's structure and arrange functional teaching time. For that reason, I have dedicated this project to create efficacious lesson plans where the student is the center of the learning process and the teacher plays an important role instructing, guiding, and providing tools to help students to achieve, not only their academic objectives, but also social and emotional goals.

Chapter 3: Project Design

English language learners (ELLs) have a dual challenge as they must learn the language and their content both at the very same time. ELLs might skirmish in content-area courses, such as literature, science, math, and social studies; they have limited knowledge when it comes to literacy and language skills. The background knowledge required to master that new content knowledge is significant. The best way to address such a challenge is through efficient lesson planning. Depending on their different stages of English proficiency and literacy, ELLs will benefit from the skills that a well-designed lesson can address (Mikel, 2003). An effective lesson includes building background knowledge, explicit instruction and modelling, guided practice, peer practice, and assessment of the subject matter learned.

Teacher-student collaborations, as well as peer interactions, are important for learning because of the diversity within the lessons learned and background that ELLs bring to the classroom. All teachers must, therefore. develop and prepare lessons that can tackle a wide range of requirements. This broad sweep will also benefit all other students in the class.

Teacher Preparation

Effective lesson planning requires several steps from initial preparation to the final review of the material. This is instrumental in offering teachers a clear and general roadmap for that process. The teachers have commenced selecting the appropriate content of the lesson that should determine the standard and the lesson objective, eliminate unnecessary information that does not meet the objective, select the concepts to teach, choose specific vocabulary to pre-teach, and then develop assessments to test that content (Kıncal et al., 2019). Once the teachers have

been able to identify the target objectives, concepts, and vocabulary, they should also consider the following elements of the lesson plan.

Building background knowledge is important at the time to start an effective lesson. As the teachers prepare the lessons, they must know how to determine what experience and information students need to master the material. Teachers may discover that their ELLs' background knowledge is significantly different from one student to another. It is also imperative that teachers do not assume that ELLs' background knowledge matches that of other students who were raised in this country. For instance, learners might not have learned much about geography in previous schooling, especially if they have had little or no schooling, so the concepts of a "city," "state," or "country" may be new to them. The teachers should also consider the learners' various cultural backgrounds in some countries. For instance, some students learn that there are five or six continents rather than seven so if they are expected to learn the seven continents here that may be a bit confusing at first.

To construct background expertise, the teachers can try the following criterion: Create interest in the subject with pictures, real objects, maps, or personal experiences and say the names of objects as frequently in order to assist the ELLs in memorizing them (Schmerse et al., 2018). In addition, they should try and relate the material to learners' lives, when possible, through building text-specific knowledge by providing students with information from the text beforehand, especially if the text is conceptually challenging or has an abundance of information that is essential. For instance, if there are six main topics on the animal kingdom, teachers can highlight them beforehand (Ross, 2008). Then, teachers should develop the idea background by describing tricky concepts and labelling them together with keywords that ELLs can remember. For instance, "This is the Statue of Liberty. Liberty refers to liberty. Liberty means liberated. The

people of France gave us the Statue of Liberty…" Teachers should also establish the objective for the reading. For example, they should say "Now we're going to be reading about a country named France. What do you think are outstanding features we might find out regarding France as we read?" Teachers should select a specific comprehension strategy for learners to use. For instance, they could decide to focus on the main idea, cause, and effect, or comparing (Ross, 2008).

Pre-teaching vocabulary

The teachers can decide to select tier 1, tier 2, and tier 3 words from the target content. As suggestions, teachers should: Write an ELL-friendly definition for each and post them where students can see them throughout the lesson and select various strategies to instruct each word. If there are five words to be pre-taught, teachers can use various ways of participating, such as by having the students listen to and generate each word in context (Kıncal et al., 2019). The teachers might wish to use the state of the local English-language acquisition requirements as a guideline for choosing words to emphasize. For English language learners (ELLs), vocabulary development is particularly important. The average native English speaker enters kindergarten knowing at least 5,000 words. The normal ELL may know 5,000 words in his or her native language, but very few words in English. While native speakers continue to learn new words, ELLs face the dual challenge of building that foundation and then bridging the gap ("What Socioeconomic Differences," 2018).

Peer review and collaborative learning strategies

Review is powerful in helping learners work together. The learners can start using graphic organizers in groups as they identify the main ideas and relationships between pieces of information. This method gives students detailed review and collaboration while also having them interact and use the language. Teachers can emphasize this collaborative dynamic by assigning learners with friendly and fluent readers (Schmerse et al., 2018). Then they may ask the partners to read the words aloud to each other, alternating sentences and/or pages. After partner reading, teachers can ask them to summarize what they have read. For variety, instructors should use choral reading occasionally. The teachers can assign diverse sections to each of the learners, ask them to rehearse, and then ask teams to read chorally (Ross, 2008). The teachers can successfully implement the Think-Pair-Share (TPS) method. TPS is a collaborative learning strategy in which learners work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer a question and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention, and engage students in comprehending the reading material (Kıncal et al., 2019).

Writing is another skill ELLs can use to determine and extend the understanding of the content. The teacher can ask the group to compose questions concerning the content and use those queries for their experiment (Kıncal et al., 2019). Teachers can then add one of their questions as a surprise test question, or they can ask learners to practice writing short simple words from what they have read. The learners can also be encouraged and supported through modelling various types of writing skills through writing frequently in a particular content area ("What Socioeconomic Differences," 2018). This will help students understand the purpose of different kinds of writing and sounds while also reviewing vocabulary that would be typically

used in these kinds of assignments. It is the teacher's responsibility to provide the learners with examples of the different kinds of writing so that the students can learn and compare models.

Considering all the aspects mentioned above this project will consist of five lesson plans with materials, worksheet, PowerPoint presentation and activities for teachers who are just beginning to teach in second grade and need a guide to start teaching reading. I decided to focus the lessons on non-fiction texts since it is the first area that we teach at the beginning of the school year in second grade. The content to teach will be an introduction to nonfiction, author´s purpose, Nonfiction text features. Each lesson plan will indicate the addressed standard, the lesson instruction which will tell the direct instruction and modelling, materials to use, the objective to achieve at the end of the lesson, academic language demand (vocabulary and essential question), guided practice as well as independent practice differentiation and assessments. With this complete set of lesson plans teachers will be able to instruct an effective reading lesson. This project intends to promote effective teaching in the learning process, regardless of the teacher experience.

Chapter 4: The project

This set of lesson plans for second grade is designed to help, not only second grade students, but teachers who are in need of a guide to start teaching reading and writing in second grade. Each lesson plan will consist of vocabulary of the lesson, the essential question that will help to lead the lesson, direct instruction and modeling that is when students get together, and the teacher has the chance to talk to students about the lesson's expectations and model read aloud stories. In the independent practice, students will find different activities that will help them continue learning about the subject of the day, and they will be able to use online resources, such as Story Online, Epic or Raz- kids where students can read stories assigned by the teacher and will also put in practice what they have learned completing engaging graphic organizers. At the end of each lesson, each plan contains suggestions of ways to challenge students through leveled books. The purpose is to support the teacher and to provide students with an engaging learning experience.

LESSON #1	
Subject/Topic: Nonfiction	**Grade Level:** 2nd
Lesson Structure or Grouping: Whole Class ☒ Small Group ☐	**Objective:** Readers are introduced to nonfiction.
Resources and Materials: Read-Aloud – *Various no- fiction books – Level C small group book*, SmartBoard, KWL Chart	
Standards: RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text **Essential question:** What is a non-fiction text?	
INSTRUCTION	
Direct Instruction/Modeling: To begin our lesson, students will have time to explore a variety of non-fiction texts; once they have looked at them and have read the noon- fiction texts, the children will sit on the carpet to discuss some of their features. Teacher will ask students; what did you notice? The students will turn and talk to discuss the question. Teacher will explain that nonfiction texts provide real and important information that can be proved.	
Guided Practice: Each student will be assigned to one of three centers, students will see the center they are assigned on the board. One of the centers will be leveled in a small group reading with the teacher. In the leveled reading center, we will be reading a level C book. Teacher will first introduce the text to the group. Next, the students will take turns reading the text. Once each student finishes a page, they will say "Popcorn" followed by the name of the next student they would like to read. Afterwards, the students will discuss what they learned about the book. Teacher will ask questions to students about the photographs in the text and other features, in this way students can familiarize with text features, students will provide ideas about the importance of each by turning and talking with a neighbor. After reading, the teacher will fill a KWL chart with students discussing what they know about the topic, what they want to know about the topic and what they learn about the non-fiction text.	
Independent Practice: For the independent practice, there are two additional centers where students will work independently. One center will be Listening, in which the students will use their	

Chromebook to listen to a story using the Storyline Online website, and the other one will be practice, in which students will fill in their own KWL on their topic.
DIFFERENTIATION
Challenging Above-Average Students: To challenge above average students, teacher will be using a leveled book above their previous reading level. **Facilitating a Classroom Environment that Supports Student Learning:** To support student learning, Teacher ensures the small groups are leveled according to reading proficiency levels. In addition, during the read-aloud, Teacher will stop periodically to clarify any parts that are confusing and ask comprehension questions. **Extension:** For students who finish early, they can visit the classroom library to pick a book. They can quietly read in the library area until it is time to switch centers
ASSESSMENT
Formative Assessment: For the formative assessment, the students will be in leveled reading groups. While we are reading, the students will receive immediate feedback on their reading ability and encouragement while reading **Summative Assessment:** For the summative assessment, the student will complete a turn and talk with their neighbor. During this turn and talk, the student will describe the text features and purpose of the text.

Model of Students Organization during Independent practice.

Epic	Practice writing	Leveled small group
Timothy	Hernan	Juan
Lauren	Viviann	Nate
Angel	Esperanza	Kaylee
Xavier	Tristen	Deanna
		Noel

KWL Chart

Topic _____

What I know	What I want to know	What I learned

LESSON #2	
Subject/Topic: Nonfiction text features	**Grade Level:** 2nd
Lesson Structure or Grouping: Whole Class ☒ Small Group ☐	**Objective:** Students will be able to identify text features and use them to find information.
Resources and Materials: Nonfiction text features text feature graphic organizer PowerPoint presentation Text features poster	
Standard: RL.2.5 Know and use various text features to locate key facts or information in a text efficiently.	
Essential question: What is a text feature? How do text features help the reader to understand the text?	
INSTRUCTION	

Direct Instruction/Modeling:

To begin the lesson, students will see a presentation on the smartboard showing different nonfiction texts. To activate prior knowledge Teacher will ask students questions about the book and what they can see in them.

Teacher uses the poster as a display in the classroom showing different text features. Teacher goes over the essential question. Students will turn and talk about their ideas about text features.

Helped by the answer of students, the teacher provides a concept of nonfiction using the poster, then the teacher asks the second question: How do text features help the reader to understand the text?

Students turn and talk again to discuss their ideas, once again the teacher explains the concept.

Next teacher introduces the book she will be reading and makes sure to choose a book that is heavy with features.

Teachers can develop the lesson with an actual book or nonfiction book online. the teacher and students can glance through the book to determine how this book must be handled.

Students will describe the features they see, what they are for and how they will help them as readers. Teacher may want to use feature definitions to help her cover the features. Students will turn and talk to share one feature they learned.

Guided Practice:
Each student will be assigned to one of three centers.
One of the centers will be leveled in a small group reading with the teacher. In the leveled reading center, students will be reading a level C book: with plenty of nonfiction features. Teacher will first introduce the text to the group.
Next, the students will take turns reading the text. Once each student finishes a page, students will describe the features they see in that page and how it helped them to understand the text.

Independent Practice:
For the independent practice, there are three additional centers where students will work independently.
One center will be Listening, in which the students will use their Chromebook to listen to a story using the Storyline Online website. The story must be focused on nonfiction and text features, and the teacher will assign the book. The writing center will be practice, in which students will draw a text feature and will write a sentence that describes how it helps to understand the nonfiction text.

DIFFERENTIATION

Challenging Above-Average Students:
To challenge above average students, teachers will use a leveled book above their previous reading level and will ask challenging questions that activate their reasoning about nonfiction.

Facilitating a Classroom Environment that Supports Student Learning: To support student learning, Teacher ensures that small groups are leveled according to reading proficiency levels. In addition, during the read-aloud, teacher will stop periodically to clarify any parts that are confusing and ask comprehension questions.

Extension:
For students who finish early, they can visit the classroom library to pick a book. They can quietly read in the library area until it is time to switch centers

ASSESSMENT

Formative Assessment:
Leveled reading groups where they will receive immediate feedback. Students complete activity where they draw a text feature and write a sentence describing it.
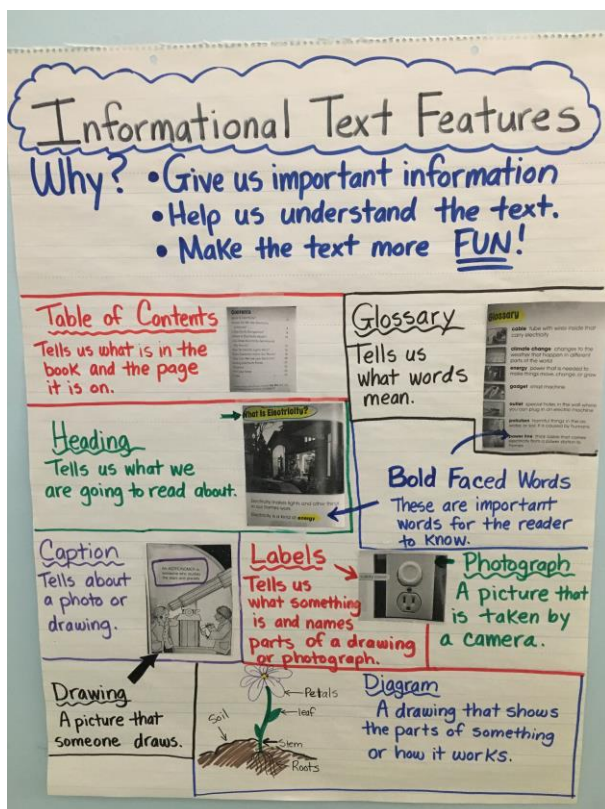
Summative Assessment:
For the summative assessment, the student will complete a turn and talk with their neighbor. During this turn and talk, the student will describe the text features and purpose of the text.

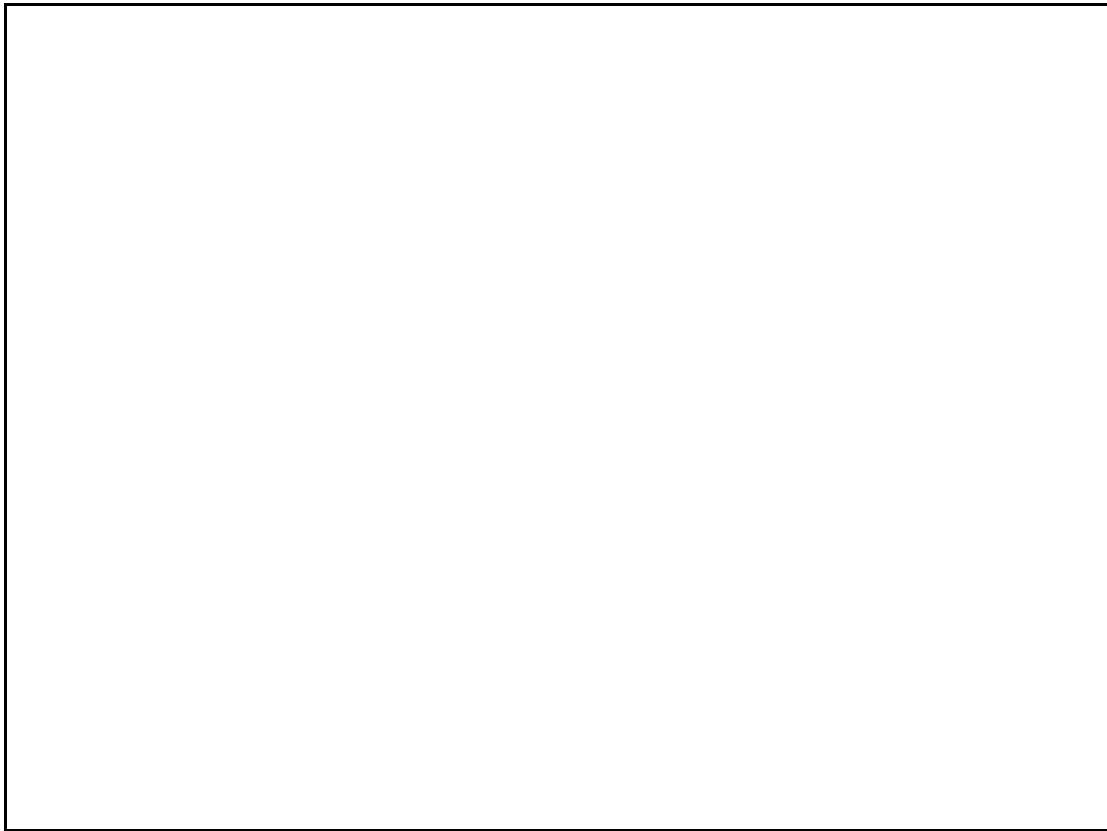**Model of a Slide presentation to show students different nonfiction texts.**

Model of an Anchor Chart of Text features

Name: _____ Date: _____

Draw a nonfiction text feature. Write a sentence describing how this feature is helpful to readers.

[Large empty box for drawing]

This feature helps readers to

_____

_____

_____

_____

_____

LESSON #3	
Subject/Topic: Author´s purpose	**Grade Level:** 2nd
Lesson Structure or Grouping: Whole Class ☒ Small Group ☐	**Objective:** The students will explore the idea that texts are created for particular purposes.
Resources and Materials: Smartboard, leveled nonfiction books, graphic organizer.	
Standards: RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.	
Essential question: What is the author's main purpose for writing the text?	
INSTRUCTION	

Direct Instruction/Modeling:

To begin our lesson, students will have time to explore more nonfiction texts from the classroom library, once they have looked at them and have read the nonfiction texts, the children will sit on the carpet to discuss some of their features.

Teacher begins the lesson explaining what purpose means in informational text.

Repeat the method choosing a book that is heavy in point of view.

Teacher may also decide that this is a good time to use the internet as a source of information that will allow students to think about why the author may have written the text. Once the text to look at has been chosen, this time explain to students that readers are curious, and they read with a purpose. Students will think and share questions about the text at the beginning, during, and after reading the text. Make sure to include a prediction of what they think the purpose of the text might be. Then read the text stopping periodically to answer questions.

After spending time reading and analyzing the text, students get together and share thoughts.

Guided Practice:

Leveled small group reading with the teacher. In the leveled reading center, we will be reading a level C book: We will first talk about what we have learned about Author´s purpose and students will give ideas about the book's purpose. Next, the students will take turns reading the text. Afterwards, the students will discuss what they learned about the book's main idea. Teacher will ask questions to students about the book and its features, and students will provide ideas about the importance of each by turning and talking with a classmate next to them.

Independent Practice:
For the independent practice, there are two additional centers where students will work independently. One center will be Listening, in which the students will use their Chromebook to listen to a story using the Storyline Online website, raz kids, or epic, and the other one will be practice: students will answer the following question, why do you think it is important to think about the author´s purpose?
Later, they will pick a book from a basket and complete the graphic organizer choosing what is the author´s purpose and explain how they know it.

DIFFERENTIATION

Challenging Above-Average Students: To challenge above average students, I will be using a leveled book above their previous reading level, and ask questions related to the purpose of the writer to write the book.
Facilitating a Classroom Environment that Supports Student Learning: To support student learning, ensure the small groups are leveled according to reading proficiency levels. In addition, during the read-aloud, I will be sure to stop periodically to clarify any parts that are confusing and ask comprehension questions.
Extension: For students who finish early, they can visit the classroom library to pick a book. They can quietly read in the library area until it is time to switch centers

ASSESSMENT

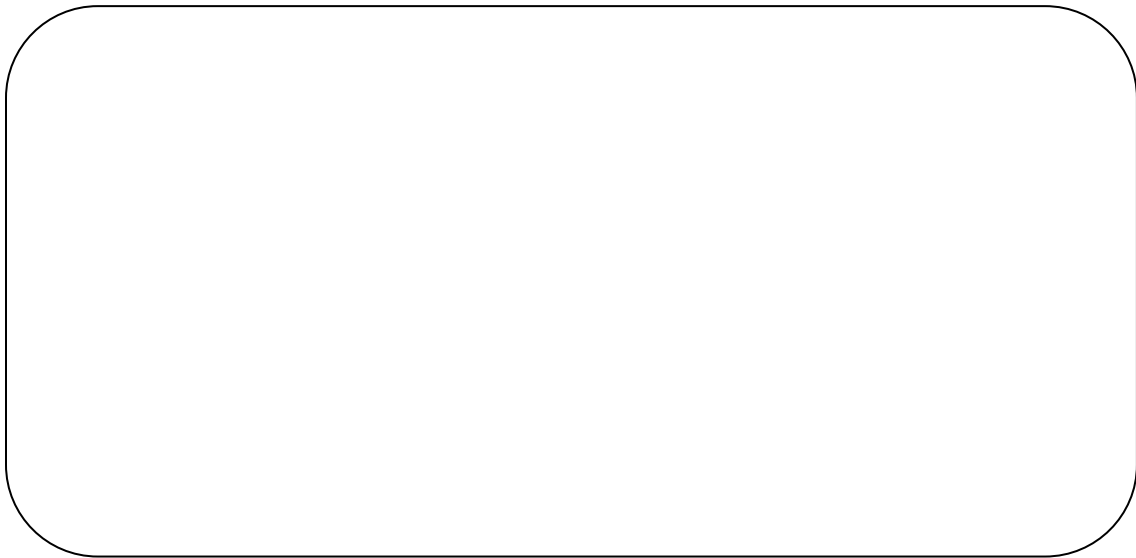| |
|---|
| **Formative Assessment:** |
| Complete the graphic organizer to indicate the author's purpose of the book the students choose and immediate feedback and encouragement from the teacher in the reading center. |
| |
| **Summative Assessment:** Discussion about the author´s purpose in the read aloud stage. |

Author´s Purpose

Title: _____

◯ To Entertain

◯ To Inform

How do you know?

LESSON #4	
Subject/Topic: Characters	**Grade Level:** 2nd
Lesson Structure or Grouping: Whole Class ☒ Small Group ☐	**Objective:** Describe characters´ traits based on actions, thoughts, and feelings
Resources and Materials: Graphic Organizer, leveled books,	
Standards: RL.2.3 Describe how characters in a story respond to major events and challenges.	
Essential question: What personality traits does the main character show?	
INSTRUCTION	

Direct Instruction/Modeling:

To begin the lesson students and students will observe 4 cards with different types of characters (people, animal, object, and creatures).

Teacher explains to students that characters are people, animals, objects, and creatures that act in a story. Teacher will choose a book with a strong character. Teacher tells students there are four ways to describe a character (Look, sound, feel, and behave), as you read, stop to identify the describing words in each page, they can be listed on the board.

When the story is over, students will use those four words to describe the character. Students will determine who is the main character in the story, teacher asks questions to activate their thoughts, once they have identified it students will brainstorm a list of adjectives (describing words) for the main character using each of the four ways. Teacher will model using the words orally creating sentences with these words.

Guided Practice:

Teacher leveled the small group center will read a level C book. Teacher will continue talking about characters and introduce the text to the group. Next, the students will take turns reading the text. Afterwards, the students will discuss what they learned about characters. Teacher will ask questions to students about main characters and the words that describe it.

Independent Practice:

For the independent practice, there are two additional centers where students will work independently. One center will be Listening, in which the students will use their Chromebook to listen to a story using the Storyline Online website, Raz-kids, or Epic.

For the practice center students will practice writing a complete sentence about characters on index cards, they will choose a character card, and write a complete

sentence using the prompt: There was a _____ and _____ (character), they must write two describing words.

DIFFERENTIATION

Challenging Above-Average Students: To challenge above average students, Teacher will be using a leveled book above their previous reading level and continue to focus on character traits.

Facilitating a Classroom Environment that Supports Student Learning: To support student learning, I will ensure the small groups are leveled according to reading proficiency levels. In addition, during the read-aloud, I will be sure to stop periodically to clarify any parts that are confusing and ask comprehension questions.

Extension: For students who finish early, they can visit the classroom library to pick a book. They can quietly read in the library area until it is time to switch centers

ASSESSMENT

Formative Assessment: Immediate feedback on the students reading ability and encouragement while reading.

Summative Assessment: class discussion about characters and how to describe them.

Learning Cards

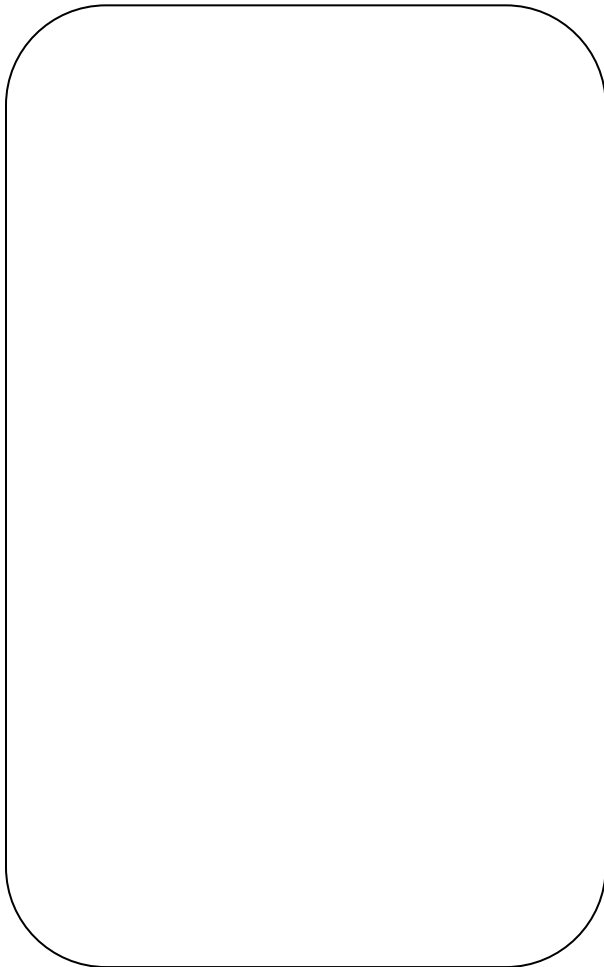| People	Animal
Objects	**Creatures**

Look

Feel

Sound

Behave

Main Character: _____

Draw the main character from the story and describe it.

Look:

Sound:

Feel:

Behave:

LESSON #5	
Subject/Topic: Reading	**Grade Level:** 2nd
Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐	**Objective:** Students will be able to describe the challenge the characters faced in the story and how they responded to that challenge.
Resources and Materials: SmartBoard, graphic organizer, leveled books.	
Standards: RL2.3 Describe how characters in a story respond to major events and challenges.	
Essential question How do characters respond to major events in the story?	
INSTRUCTION	
Direct Instruction/Modeling: To begin our lesson, we will review what we discussed in our previous read aloud lesson; character in a story. We will remember what characters are and the four ways to describe characters. The teacher will ask the students if they remember what our books have been about. Teacher will choose a book where the character faces challenges. Teacher will ask the students questions throughout the book including predictions at the beginning and during the reading. Once we have finished the book, the students will turn and talk about the lesson the main character learns.	
Guided Practice: Each student will be assigned to one of three centers. One of the centers will be leveled small group reading, in this reading center, we will be reading a level C book: Teacher first introduces the text to the group. Next, the teacher will take turns reading the text. Once each student finishes a page Afterwards, the students will discuss what they learned about the book.	
Independent Practice: For the independent practice, there are three additional centers where students will work independently. One center will be Listening, in which the students will use their Chromebook to listen to a story using the Storyline Online website, Raz Kids and Epic. For the third independent center, the students will create their own character, using a graphic organizer, students will write how the character looks, its personality traits, its fears, likes and dislikes.	
DIFFERENTIATION	
Challenging Above-Average Students: To challenge above average students, I will be using a leveled book above their previous reading level **Facilitating a Classroom Environment that Supports Student Learning:**	

To support student learning, teacher will ensure the small groups are leveled according to reading proficiency levels. In addition, during the read-aloud, I will be sure to stop periodically to clarify any parts that are confusing and ask comprehension questions.

Extension: For students who finish early, they can visit the classroom library to pick a book. They can quietly read in the library area until it is time to switch centers

ASSESSMENT

Formative Assessment: Graphic organizer and students participation, collaboration, and individual work. students receive immediate feedback on their reading ability and encouragement while reading.

My character is _____

How does it look like?
Hair_____

Eyes _____
Size _____

Behavior

_____
_____
_____
_____
_____

Draw your character.

LESSON #5	
Subject/Topic: Reading	**Grade Level:** 2nd
Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐	
Resources and Materials: SmartBoard, graphic organizer, leveled books	
Standards: RL2.3 Describe how characters in a story respond to major events and challenges.	
Objective: Students will be able to describe the challenge the characters faced in the story and how they responded to that challenge.	

INSTRUCTION
Direct Instruction/Modeling: To begin our lesson, we will review what we discussed in our previous read aloud unit, character in a story. We will remember what characters are and the four ways to describe characters. Teacher will ask students if they remember what our books have been about. Teacher will choose a book where the character faces challenges. Teacher will ask the students questions throughout the book including predictions at the beginning and during the reading. Once the book is finished, the students will turn and talk about the lesson the main character learns.
Guided Practice: Each student will be assigned to one of three centers. Two of the centers will be leveled small group reading, one with Miss Nichols, and one with myself. In my leveled reading center, we will be reading a level C book: *All About Penguins*. Teacher first introduces the text to the group. Next, the teacher will take turns reading the text. Once each student finishes a page Afterwards, the students will discuss what they learned about the book.
Independent Practice: For the independent practice, there are two additional centers where students will work independently. One center will be Listening, in which the students will use their Chromebook to listen to a story using the Storyline Online website, Raz Kids and Epic. For the third independent center

DIFFERENTIATION
Challenging Above-Average Students: To challenge above average students, teacher will be using a leveled book above their previous reading level and ask challenging questions about the characters challenges and responses. **Facilitating a Classroom Environment that Supports Student Learning:** To support student learning, teacher will ensure the small groups are leveled according to reading proficiency levels. In addition, during the read-aloud, teacher stop periodically to clarify any parts that are confusing and ask comprehension questions.

Extension: For students who finish early, they can visit the classroom library to pick a book. They can quietly read in the library area until it is time to switch centers
ASSESSMENT
Formative Assessment: Immediate feedback on their reading ability and encouragement while reading and complete the graphic organizer where they will be able to demonstrate what they have learned through the lesson.

Name _____ Date: _____

Describe how characters in a story respond to challenges and events in the story.

Major event or challenge	Character' response

Major event or challenge	Character' response

Chapter 5: Conclusion

Learning English is a key that opens many doors. As a language of communication and opportunities, it has provided me with the experience to live in a first-world country where I have developed myself professionally, academically, and personally as a student and as a teacher of English as a second language. Teaching English as a second language has become a profession in demand; people have realized that bilingualism is essential in the world we live in now. It has become a requisite in education.

The first language is acquired unconsciously as a product of socialization, communication, and interaction. First language acquisition happens automatically whether parents try to teach their children or not. However, achieving a second language requires a complex process. Investigators have been attempting to produce efficient strategies and methods to help students develop their skills in the target language. According to Goldenberg and Wagner (2015), many researchers have found that when students can receive instruction in their home language through bilingual education, this permits reinforcement in their first language. Researchers have also demonstrated that first language acquisition is connected to second language acquisition. Learning about the first language can help facilitate the second language learning process through formal teaching. Formal education corresponds to a systematic, organized education model, structured and administered, presenting a rigid curriculum regarding objectives, content, and methodology (Dib, 2008).

Perhaps, the most apparent discovery when considering the grade two literacy curriculum for the children is a convenient lesson plan. A lesson plan is a step-by-step guide for teachers to

follow to develop organized and engaging lessons. Students come to school desiring to learn a second language, most of them motivated by their parents knowing what the opportunity of learning English as a second language will bring to their future. Theories such as social

ıonal learning have demonstrated that students go through different emotions produced by the lack of knowledge in the second language and their family background. Therefore, an instructor must create a safe and welcoming environment to receive those students and help them grow their confidence and academic performance.

This study documented the complexity of teaching and meeting the needs of early language learners as readers and writers. For most children, the achievement was not a linear trajectory. Teachers can alter these patterns. This was observed in the second grade where teachers made the curriculum more sophisticated, challenging, and successful. It is important to remember that children's literacy learning in the primary grades is often mentioned as the benchmark for future literacy achievement. Having the best quality instruction in kindergarten and the primary grades is the single best weapon in the fight against reading malfunction. During the first and second-grade year, the children can identify themselves as excellent or mediocre readers. Additionally, the precursors of school failure are established as early as second grade. Children's academic achievement in the primary grades determines the atmosphere for performance patterns that proceed further into later stages. Children battle in first grade and following grades because of difficulties with developing literacy skills and knowledge.

Therefore, I decided to create this project based on my five-year experience teaching second-grade learners considering the type of students we receive in second grade every year, especially their necessities and abilities. The purpose is to provide teachers with a bundle of well-structured and organized lesson plans focused on reading to facilitate instruction of

nonfiction texts and elements of fiction with uncomplicated and engaging activities and

resources that will make the reading learning process at the beginning of second grade a great

success.

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